



A community of vibrant and global thinkers

# **Programme of Inquiry**

## **2019-2020**

	<b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	<b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>How the world works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<b>How we organise ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<b>Sharing the Planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Nursery 3-4 yrs	<b>Nursery All About Me</b>		<b>Nursery Patterns All Around</b>	<b>Nursery Investigations</b>	<b>Nursery Our Food</b>	
	<b>Central Idea:</b> Every day I can learn about who I am and what I can do.		<b>Central Idea:</b> Patterns are all around us and help us make sense of the world	<b>Central Idea:</b> We investigate in different ways to become more knowledgeable.	<b>Central Idea:</b> Our food comes from many sources and is processed and transported in different ways.	
	<b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>Who I am</li> <li>What makes me the same and different from others</li> <li>What I can do</li> <li>How I grow and change</li> </ul>		<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Patterns in the physical world</li> <li>Patterns in language and maths</li> <li>Patterns in art and music</li> <li>How patterns can help us predict</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>How wondering, asking and answering questions helps us learn more</li> <li>How we can learn from each other's predictions, knowledge and experiences</li> <li>Different ways of finding out information</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Sources of our food</li> <li>The processes food goes through before we eat it</li> <li>How food gets to us</li> </ul>	
	<b>Key Concepts</b> Form, <b>Related Concepts</b> Identity, Relationships		<b>Key Concepts</b> Form, Function, Connection <b>Related Concepts</b> Pattern, Repetition	<b>Key Concepts</b> Form, Function, Change <b>Related Concepts</b> Evidence, Behaviour	<b>Key Concepts</b> Form, Change, Causation <b>Related Concepts</b> Growth, Systems	
	<b>Learner Profile Attributes</b> Caring, Reflective		<b>Learner Profile Attributes</b> Communicator, Inquirer	<b>Learner Profile Attributes</b> Inquirer, Knowledgeable, Risk Taker	<b>Learner Profile Attributes</b> Inquirer, Knowledgeable	
	<b>Subject Focus</b> PSPE, Maths, Arts		<b>Subject Focus</b> Music, Languages, Art, Maths	<b>Subject Focus</b> Science, Languages	<b>Subject Focus</b> Science, Languages, Maths	
Reception 4-5 yrs	<b>Reception Friends and Family</b>		<b>Reception Emotions</b>	<b>Reception Light and Colour</b>		<b>Reception Mini-beasts</b>
	<b>Central Idea:</b> We learn from the people in our community.		<b>Central Idea:</b> Emotions can be expressed through the Arts	<b>Central Idea:</b> Understanding the properties of colour and light allows people to use them in different ways		<b>Central Idea:</b> Mini-beasts are an important part of life in the habitat in which they live.
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The different ways we learn</li> <li>The people in our community</li> <li>How and what we learn from others</li> </ul>		<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Different types of emotions</li> <li>How our experiences affect our emotions</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Sources of light</li> <li>The properties of light</li> <li>Colour and how we perceive it</li> </ul>		<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Woodland habitats</li> <li>The needs, characteristics and behaviours of mini-beasts</li> <li>Life cycles of mini-beasts</li> <li>Human impact on animal habitats</li> </ul>

			<ul style="list-style-type: none"> <li>How feelings and emotions are shared through music, drama, dance and language</li> </ul>			
	<u>Key Concepts</u> Form, Causation, <u>Related Concepts</u> Identity, Relationships, Community		<u>Key Concepts</u> Perspective, Causation <u>Related Concepts</u> Interpretation, Culture	<u>Key Concepts</u> Form, Connection <u>Related Concepts</u> Colour theory, Energy		<u>Key Concepts</u> Form, Responsibility, Change <u>Related Concepts</u> Ecosystem, Growth, Interdependence
	<u>Learner Profile Attributes</u> Reflective, Open minded		<u>Learner Profile Attributes</u> Communicator, Reflective	<u>Learner Profile Attributes</u> Inquirer, Knowledgeable		<u>Learner Profile Attributes</u> Knowledgeable, Caring, Inquirer
	<u>Subject Focus</u> PSPE, Language, Maths		<u>Subject Focus</u> Arts, Language, PSPE	<u>Subject Focus</u> Science, Arts		<u>Subject Focus</u> Science, Language, Maths
Year 1 5-6 yrs	Year 1 Me and My Senses	Year 1 Personal Histories	Year 1 Celebrations	Year 1 Materials	Year 1 Transport	Year 1 Waste
	<u>Central Idea:</u> We use our senses to find out about the world	<u>Central Idea:</u> Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.	<u>Central Idea:</u> Celebrations are a recognition of significant events for people around the world	<u>Central Idea:</u> Materials come from different sources and their properties influence how they are used.	<u>Central Idea:</u> Different types of transportation systems help us go from one place to another	<u>Central Idea:</u> Choices we make in our use of resources can help preserve the environment
	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>Our five senses</li> <li>How we use our senses</li> <li>How our senses help us to explore the world around us</li> </ul>	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>Ways of documenting personal history</li> <li>Personal change from birth to present</li> <li>Reflecting on past experience</li> <li>Significant people and places in my life</li> </ul>	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>The events people celebrate</li> <li>The different ways people celebrate significant events</li> <li>The similarities and differences between the celebrations of different cultures</li> <li>The role of the Arts in celebrations</li> </ul>	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>Sources of everyday materials.</li> <li>Properties of different materials.</li> <li>How different materials are used</li> </ul>	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>The features of different modes of transport</li> <li>How transport systems help us live our lives</li> <li>How transportation has changed over time</li> </ul>	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>The waste we make and what happens to it</li> <li>How different materials can be reused and recycled.</li> <li>How our family, school and local Berlin community deal with their waste</li> <li>How our choices impact the environment</li> </ul>
	<u>Key Concepts</u> Connection, Function, Form <u>Related Concepts</u> Systems, Nervous System	<u>Key Concepts</u> Change, Connection Reflection <u>Related Concepts</u> Chronology, Progress, History	<u>Key Concepts</u> Perspective, Connection, Form <u>Related Concepts</u> Similarities, Differences, Beliefs	<u>Key Concepts</u> Form, Function, Change <u>Related Concepts</u> Properties and uses of materials	<u>Key Concepts</u> Form, Function, Change <u>Related Concepts</u> Chronology, Systems	<u>Key Concepts</u> Responsibility, Causation, Form <u>Related Concepts</u> Conservation, Pollution
	<u>Learner Profile Attributes</u> Communicator, Inquirer	<u>Learner Profile Attributes</u> Reflective, Thinker	<u>Learner Profile Attributes</u> Open minded, Communicator	<u>Learner Profile Attributes</u> Inquirer, Knowledgeable	<u>Learner Profile Attributes</u> Knowledgeable, Reflection	<u>Learner Profile Attributes</u> Caring, Principled
	<u>Subject Focus</u> Science, PSHE - Health	<u>Subject Focus</u> Social Studies - History	<u>Subject Focus</u> Social Studies, The Arts	<u>Subject Focus</u> Science	<u>Subject Focus</u> Social Studies, Maths	<u>Subject Focus</u> Science, Social Studies
Year 2 6-7 yrs	Year 2 Healthy Choices	Year 2 Changing Earth	Year 2 Signs and Symbols	Year 2 Forces	Year 2 Our School and Community	Year 2 Endangered Animals
	<u>Central Idea:</u> Making balanced choices about daily routines enables us to have a healthy lifestyle.	<u>Central Idea:</u> The surface of the earth is constantly changing through natural and human actions	<u>Central Idea:</u> People can use signs and symbols to express ideas and communicate a message	<u>Central Idea:</u> People use simple machines every day to make their work and lives easier	<u>Central idea</u> People in a community have roles and responsibilities	<u>Central Idea:</u> Once a species is extinct, it can never be brought back again

	<p><b>Lines of Inquiry:</b> What our bodies need to be healthy</p> <ul style="list-style-type: none"> <li>Daily habits and routines (hygiene, rest, play, diet)</li> <li>How balance is essential to a healthy lifestyle</li> <li>Consequences of choices</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The structure of the earth</li> <li>Geographical features.</li> <li>How the surface of the earth changes over time</li> <li>The impact of changes in the earth's surface on human communities</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How people communicate without words</li> <li>How signs and symbols express feelings</li> <li>How symbols are used in storytelling</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different forces and their effect</li> <li>Types of simple machines</li> <li>How simple machines make everyday life easier</li> </ul>	<p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The structure of our school community</li> <li>Our responsibilities as a community member</li> <li>Roles and responsibilities in the wider community</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Characteristics of different animals</li> <li>The needs of different types of animals</li> <li>Reasons animals become threatened, endangered and extinct</li> </ul>
	<p><b>Key Concepts</b> Form, Causation</p> <p><b>Related Concepts</b> Balance, Energy, diet</p>	<p><b>Key Concepts</b> Form, Causation, Change</p> <p><b>Related Concepts</b> Landscape, Erosion,</p>	<p><b>Key Concepts:</b> Form, Function, Causation</p> <p><b>Related Concepts</b> Symbol, Communication, Meaning</p>	<p><b>Key Concepts</b> Form, Function, Connection</p> <p><b>Related Concepts</b> Force, Invention, Efficiency</p>	<p><b>Key concepts</b> Function, Responsibility, Connection</p> <p><b>Related concept</b> Community, Systems, relationships</p>	<p><b>Key Concepts</b> Causation, Responsibility, Perspective</p> <p><b>Related Concepts</b> Conservation, Adaptation, Ecosystem/Habitat</p>
	<p><b>Learner Profile Attributes</b> Balanced, Reflective</p>	<p><b>Learner Profile Attributes</b> Knowledgeable, Inquirers</p>	<p><b>Learner Profile Attributes</b> Communicator, Thinker</p>	<p><b>Learner Profile Attributes</b> Knowledgeable, Inquirer</p>	<p><b>Learner Profile Attributes</b> Inquirer, Communicator, Caring</p>	<p><b>Learner Profile Attributes</b> Caring, Knowledgeable, Principled</p>
	<p><b>Subject Focus</b> Science</p>	<p><b>Subject Focus</b> Social Studies</p>	<p><b>Subject Focus</b> Languages, Visual Art</p>	<p><b>Subject Focus</b> Science</p>	<p><b>Subject Focus</b> Social Studies</p>	<p><b>Subject Focus</b> Science, Social Studies</p>
Year 3 7-8 yrs	Year 3 Culture	Year 3 Exploration	Year 3 Traditional Stories	Year 3 Lifecycles (Year Long Unit)	Year 3 Trade	Year 3 Water
	<p><b>Central Idea:</b> Developing an understanding of cultures encourages open mindedness and respect for others</p>	<p><b>Central Idea:</b> Exploration leads to discovery and new understandings</p>	<p><b>Central Idea:</b> People's beliefs and values are expressed through traditional stories</p>	<p><b>Central Idea:</b> All living things go through a process of change</p>	<p><b>Central Idea:</b> There are systems in place which allow people to buy and sell goods and services</p>	<p><b>Central Idea:</b> Water is a limited resource that is essential for all life</p>
	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Our own cultures</li> <li>Similarities and differences between cultures</li> <li>Expected actions and behaviours in different cultures</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Why people explore</li> <li>What we learn through exploration</li> <li>How exploration is carried out</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The different forms through which stories can be told</li> <li>How traditions, values and beliefs are passed on through traditional stories</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Major phases in the life cycles of plants and animals</li> <li>Similarities and differences between life cycles</li> <li>The parts and functions of flowering plants</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Goods and services</li> <li>Systems of production and transportation of goods.</li> <li>Consumer choice</li> <li>Environmental effects of trade</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Where water comes from</li> <li>The use and distribution of water across the globe</li> <li>Our responsibilities with regards to water</li> </ul>
	<p><b>Key Concepts</b> Form, Perspective</p> <p><b>Related Concepts</b> Culture, Diversity</p>	<p><b>Key Concepts</b> Causation, Perspective, Change</p> <p><b>Related Concepts</b> Discovery, Exploration</p>	<p><b>Key Concepts</b> Form, Function, Reflection</p> <p><b>Related Concepts</b> Communication, Storytelling, Tradition</p>	<p><b>Key Concepts</b> Form, Change, Causation</p> <p><b>Related Concepts</b> Growth, Nurture, Metamorphosis</p>	<p><b>Key Concepts</b> Connection, Change, Responsibility</p> <p><b>Related Concepts</b> Cooperation, Fair-trade, Production</p>	<p><b>Key Concepts</b> Responsibility, Reflection, Connection</p> <p><b>Related Concepts</b> Conservation, Water cycle</p>
	<p><b>Learner Profile Attributes</b> Inquirer, Open Minded</p>	<p><b>Learner Profile Attributes</b> Inquirers, Risk-Taker</p>	<p><b>Learner Profile Attributes</b> Communicators, Open minded</p>	<p><b>Learner Profile Attributes</b> Inquirer, Knowledgeable</p>	<p><b>Learner Profile Attributes</b> Communicators, Principled</p>	<p><b>Learner Profile Attributes</b> Caring, Principled</p>
	<p><b>Subject Focus</b> Social studies, PSPE</p>	<p><b>Subject Focus</b> Social studies, Maths</p>	<p><b>Subject Focus</b> Social studies, Language, Art</p>	<p><b>Subject Focus</b> Science, Language</p>	<p><b>Subject Focus</b> Social studies, Maths</p>	<p><b>Subject Focus</b> Science, Social studies, Maths</p>

Year 4 8-9 yrs	<b>Year 4 Body Systems</b>	<b>Year 4 Ancient Civilisations</b>	<b>Year 4 New Media</b>	<b>Year 4 The Earth in Space</b>	<b>Year 4 Advertising</b>	<b>Year 4 Weather and Climate (Year-Long Unit)</b>
	<b>Central Idea:</b> The human body is made up of different systems that work together to keep us alive and healthy.	<b>Central Idea:</b> Past civilizations shape present day systems and technologies	<b>Central Idea:</b> New media provides powerful tools to express and share our ideas.	<b>Central Idea:</b> The position and movement of a planet within the Solar System determine the conditions found there.	<b>Central Idea:</b> Advertising uses a variety of techniques to persuade, inform, and/or entertain.	<b>Central Idea:</b> Human activity can impact the weather which affects all living things
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Body systems and how they work</li> <li>How the body systems are interdependent</li> <li>What body systems need to be healthy and function optimally</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Systems and technologies of past civilizations that have survived.</li> <li>How these were developed and continue to be used.</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>How people express and communicate their ideas and feelings.</li> <li>The technology used to communicate and express ideas.</li> <li>Interpreting the ideas, messages and images of others.</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The conditions on planet Earth</li> <li>How the movement and position of the Earth within the Solar System determines the conditions on Earth</li> <li>The planets in our solar system</li> </ul>	<b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Different forms of advertising.</li> <li>The purpose of advertising.</li> <li>Techniques of advertising.</li> <li>The effects of advertising on children.</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Weather and its features</li> <li>How we measure and predict the weather</li> <li>How humans can impact the weather</li> <li>How the weather affects living things.</li> </ul>
	<b>Key Concepts</b> Form, Function, Responsibility	<b>Key Concepts</b> Change, Connection, Form,	<b>Key Concepts</b> Perspective, Reflection, Function	<b>Key Concepts</b> Form, Causation	<b>Key Concepts</b> Perspective, Function, Connection	<b>Key Concepts</b> Responsibility, Causation, Change
	<b>Related Concepts</b> System, Interdependence, Health	<b>Related Concepts</b> Continuity, System, Innovation	<b>Related Concepts</b> Communication, Technology	<b>Related Concepts:</b> Systems, Geology, Seasons	<b>Related Concepts</b> Communication, Target Audience	<b>Related Concepts</b> Climate, Pollution, Desertification
	<b>Learner Profile Attributes</b> Balanced, Thinker	<b>Learner Profile Attributes</b> Inquirer, Reflective	<b>Learner Profile Attributes</b> Communicator, Risk Taker	<b>Learner Profile Attributes</b> Knowledgeable, Inquirer	<b>Learner Profile Attributes</b> Communicator, Reflective	<b>Learner Profile Attributes</b> Knowledgeable, Caring
<b>Subject Focus</b> Science, PSHE	<b>Subject Focus</b> Social Studies, Science	<b>Subject Focus</b> Arts, Languages	<b>Subject Focus</b> Science, Social Studies	<b>Subject Focus</b> Social Studies, Arts	<b>Subject Focus</b> Science, Social Studies	
Year 5 9-10 yrs	<b>Year 5 Values and Beliefs</b>	<b>Year 5 Inventions and Innovations</b>	<b>Year 5 Visual Arts</b>	<b>Year 5 Energy</b>	<b>Year 5 Government</b>	<b>Year 5 Ecosystems</b>
	<b>Central Idea:</b> People's values and beliefs can inform the way they lead their lives	<b>Central Idea:</b> People's lives are changed by human inventions and innovations	<b>Central Idea:</b> The visual arts offer a variety of ways to explore and express ideas and feelings.	<b>Central Idea:</b> Energy is harnessed in different ways for a range of purposes.	<b>Central Idea:</b> National and local governments have responsibilities to organize and develop their communities.	<b>Central Idea:</b> Human interaction with the environment can affect the balance of ecosystems.
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>What we value and believe</li> <li>How beliefs and values influence how we behave</li> <li>Common values of major belief systems</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Important inventions through time</li> <li>The impact of inventions on everyday life</li> <li>How human needs lead to a process of invention and innovation</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The different types of visual arts</li> <li>How people use visual arts to express ideas and feelings</li> <li>Expressing our own ideas through art</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Forms of energy and its use</li> <li>How energy is transferred</li> <li>The impact of energy use</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Different types and forms of government</li> <li>How national and local governments function</li> <li>Government responsibilities</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The components of an ecosystem</li> <li>Interdependence and adaptations in ecosystems</li> <li>Factors that affect the balance of an ecosystem</li> </ul>
	<b>Key Concepts</b> Perspective, Connection <b>Related Concepts</b> Beliefs, Values, Culture, Religion	<b>Key Concepts</b> Change, Function, Reflection <b>Related Concepts</b> Efficiency, Technological Advances, Chronology	<b>Key Concepts</b> Form, Function, Perspective <b>Related Concepts</b> Interpretation, Process	<b>Key Concepts</b> Form, Function, Change <b>Related Concepts</b> Conservation of energy, Forms of energy, Work	<b>Key Concepts</b> Form, Function, Responsibility <b>Related Concepts</b> Governments, Conflict, System	<b>Key Concepts</b> Responsibility, Connection, Causation <b>Related Concepts</b> Adaptation, Interdependence, Ecosystem
	<b>Learner Profile Attributes</b> Open Minded, Reflective	<b>Learner Profile Attributes</b> Knowledgeable, Inquirer	<b>Learner Profile Attributes</b> Communicators, Reflective	<b>Learner Profile Attributes</b> Thinker, Inquirer	<b>Learner Profile Attributes</b> Principled, Open minded	<b>Learner Profile Attributes</b> Caring, Principled

	<u>Subject Focus</u> Social Studies, PSHE	<u>Subject Focus</u> Social Studies, Science	<u>Subject Focus</u> Visual Art, Languages	<u>Subject Focus</u> Science, Maths	<u>Subject Focus</u> Social Studies	<u>Subject Focus</u> Science, Social Studies
Year 6 10-11 yrs	<b>Year 6 Changes</b> <i>(Year Long Unit)</i>	<b>Year 6 Migration</b>	<b>Year 6 Performance</b>	<b>Year 6 Materials and Matter</b>	<b>Year 6 The Journey of Stuff</b>	<b>Year 6 EXHIBITION</b>
	<u>Central Idea:</u> As they grow up, people experience physical and emotional changes which affect their evolving identity	<u>Central Idea:</u> Human migration is a response to challenges, risks and opportunities	<u>Central Idea:</u> Across cultures, places and times people have expressed ideas and emotions through dramatic performances	<u>Central Idea:</u> Understanding the way materials behave and interact determines how people use them.	<u>Central Idea:</u> Understanding production and waste management systems allows people to make more informed choices about their use of resources	<u>Central Idea:</u> To be decided
	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>The physical changes that occur during puberty</li> <li>The emotional changes that may occur as a result of these physical changes</li> <li>Ways of managing these changes</li> </ul>	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>The reasons why people migrate</li> <li>Where people migrate from and to</li> <li>The effects of migration on communities, cultures and individuals</li> <li>The impact migration has on individuals and families.</li> </ul>	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>The purpose of dramatic performance from different times and cultures</li> <li>Different ways performance can be enjoyed and interpreted</li> <li>The process involved in creating a dramatic performance</li> </ul>	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>Properties of solids, liquids and gases.</li> <li>Changes that occur in different materials</li> <li>How materials are used based upon their properties.</li> </ul>	<u>Lines of inquiry:</u> <ul style="list-style-type: none"> <li>How basic resources can be recycled</li> <li>How waste is managed locally and globally</li> <li>The environmental and human benefits and costs of recycling</li> </ul>	<u>Lines of Inquiry</u> To be decided
	<u>Key Concepts</u> Form, Function, Change, Causation <u>Related Concepts</u> Growth, Identity, Puberty	<u>Key Concepts</u> Change, Perspective, Causation <u>Related Concepts</u> Push and Pull Factors, Migration	<u>Key Concepts</u> Form, Function, Connection, Perspective <u>Related Concepts</u> Entertainment, communication, imagination, interpretation, performance.	<u>Key Concepts</u> Form, Change, Function, Connection <u>Related Concepts</u> Change of state, Properties, Behaviour	<u>Key Concepts</u> Function, Causation, Responsibility <u>Related Concepts</u> Systems, Environment, Sustainability	<u>Key Concepts</u> To be decided <u>Related Concepts</u> To be decided
	<u>Learner Profile Attributes</u> Open Minded, Balanced, Reflective	<u>Learner Profile Attributes</u> Reflective, Inquirer	<u>Learner Profile Attributes</u> Risk Takers, Communicator	<u>Learner Profile Attributes</u> Inquirer, Knowledgeable	<u>Learner Profile Attributes</u> Inquirer, Knowledgeable, Thinker, Communicator	<u>Learner Profile Attributes</u> All
	<u>Subject Focus</u> Science, PSHE	<u>Subject Focus</u> Social Studies, Maths	<u>Subject Focus</u> Social Studies, Arts	<u>Subject Focus</u> Science, Maths	<u>Subject Focus</u> Social Studies, Science	<u>Subject Focus</u> All subjects

\*Units may change